

USING MULTIPLE INTELLIGENCES THEORY TO FACILITATE PRE-SERVICE ENGLISH TEACHERS' DEVELOPMENT OF IDEAS AND CREATIVITIES IN UTILIZING INSTRUCTIONAL MEDIA

Uun Muhaji

uun.muhaji@gmail.com

Kanjuruhan University of Malang
Jl. S. Supriyadi No.48 Malang

Abstract

The candidates of English teachers or pre-service English teachers in Indonesia are faced with challenges in the growing world of education. They must have a good provision and adequate capabilities in planning and implementing teaching-learning activities. Therefore, the courses they take in the Faculty of Education in which they are prepared as prospective and competent teachers in the field, should be designed in a way meeting those needs. However, in teaching English as a foreign language, developing ideas and creativities are in fact considered difficult; one of which is developing ideas and creativities in utilizing instructional media for teaching English. EFL teachers in Indonesia tend to employ the same instructional media in almost all learning activities they engage. This pattern triggers negative impact on learners' motivation and achievement. This Classroom Action Research (CAR) is thus implemented of which aim is to determine how the theory of Multiple Intelligences can facilitate the development of ideas and creativities of the students of English Education Department of Kanjuruhan University of Malang in utilizing instructional media in teaching English. The findings show that by using the theory of Multiple Intelligences, the pre-service English teachers are able to develop their ideas and creativities in utilizing instructional media for teaching English. Theory of Multiple Intelligences opens wide possibilities for teachers to develop their ideas and creativities in utilizing instructional media because instead of using the same media all of the time, alternatively there are other eight media selections available based on the existing eight types of intelligence.

Key words: *Multiple Intelligences Theory, Ideas, Creativities, Instructional Media.*

INTRODUCTION

Challenges to be faced by the students of the Faculty of Education in the real world of education later when they have to apply the knowledge they have learned during their education in college are getting heavier. This is caused by the growing world of education, especially in Indonesia. Development taking place is not something that can be avoided, but must be faced. Developments in the world of education are parts of the future competence needs, the demands of work, the development of science and technology, and also the dynamics of global development.

As part of future competency requirements, students need to have the ability to communicate, to think critically and creatively, to be responsible, to be tolerant to diversity, have a readiness to work, be able to live in a global society, have the intelligence according talents / interests, and care for the environment. Meanwhile, with regard to the demands of the world of work, learning activities should be able to support the growth of private learners who have the entrepreneurial and life skills. Furthermore, as part of the development of science and technology, education needs to anticipate the impact that brings global knowledge-based society in which science and technology play an important role as a major driver of change. Next, the dynamics of global developments require individuals who are independent and able to compete and have the ability to coexist with other peoples and nations. Therefore, to meet the needs and demands of the development in the educational world, educators are required to be able to answer the challenges that exist. They need to improve and develop their skills and competencies in the teaching and learning process.

To answer the challenges that exist in the development of education as mentioned above, especially in developing skills in the teaching and learning process, lecturers are required to continue to develop idea and creativity of pre-service English teachers in teaching and educating their future students at school. Idea and creativity in the learning process that must be developed include the development of teaching strategies, the use of media in teaching, and also the source selection of teaching materials.

Spirit to continue to develop idea and creativity in teaching cannot appear by itself. As teacher candidates, pre-service English teachers begin to study all matters relating to education, including developing idea and creativity, when they are studying in college, especially in the Faculty of Education. In each of the study program, lecturers are the spearhead of the students who must forge prospective educators to become qualified teachers with good idea and creativity. In English Education Program, this nature has no difference.

One of the courses in English Education Program which has an important role in developing the idea and creativity of pre-service English teachers; to get them ready to be qualified English teachers in the future is Micro Teaching. However, prior to taking Micro Teaching course, Instructional Media course is a compulsory course that they must pass. In Instructional Media course pre-service English teachers are taught and guided in the development of English language learning media by observing the principles of effective and efficient, in accordance with the needs of the students, and in accordance with the purpose of learning.

Without the help of instructional media teachers will find it difficult to deliver materials that would like to be taught to students and students will find it difficult to digest the subject matters as well. Gerlach and Ely (1980) state that instructional media play a major role in the design and application of systematic learning instruction. Furthermore, Cahyono and Megawati

(2013) says that in the teaching and learning activities, especially in activities before teaching (pre-teaching), any media can be used to activate background knowledge of students about a topic or to introduce material.

According to Emmitt and Pollock (1998), a solution which can be done in the classroom is to use appropriate and attractive media to learners; giving something to suit learners will be able to achieve the desired output. Use whatever is prominent and interesting to them - learners will be more easily attracted to the subject matter is related with their areas of interest. Teachers should really make the most of any known and interesting media for students.

However, based on the initial experience, pre-service English teachers who take the course of Instructional Media experienced difficulties in developing their idea and creativity in the development of English language learning media. It is also shown in the Micro Teaching course taught by the researcher. The pre-service English teachers taking Micro Teaching course in one of the researcher's classes in English Education Department of Kanjuruhan University have the difficulty of developing idea and creativity in the utilization of instructional media in their teaching practice. Most of them are coming with the same idea, regarding the use of instructional media, every time they have to conduct teaching practice as the main part of Micro Teaching course. The researcher finds that they were lack of ideas and creativities when it comes to the stage where they have to select and plan the utilization of instructional media for their teaching. Most of them conduct their teaching practice with similar instructional media which are in the forms of pictures, videos, and power point presentations.

To fulfill the principle of effective and efficient, in accordance with the needs of the students and in accordance with the purpose of learning, as well as to provide ample scope to develop idea and creativity in the development of instructional media, the theory of Multiple Intelligences serve as the basic idea of media development. The theory of Multiple Intelligences includes eight kinds of intelligence, namely: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence. By using the theory of Multiple Intelligences, students are expected to develop ideas and creativity in the utilization of English instructional media because instead of using the same instructional media for almost all topics of English lessons they have at least eight options of media development in teaching. The things that have been mentioned previously above encourage the researcher to conduct a research in order to dig deeper into the use of Multiple Intelligences theory to develop idea and creativity of pre-service English teachers in utilizing Instructional Media in the process of learning the English language, especially in English Education Program of Kanjuruhan University.

In the development of Instructional Media, the theory that is proposed by Gardner (1983) in his book *Frames of Mind: The Theory of Multiple Intelligences* on eight types of intelligence possessed by each individual gives a lot of opportunities to develop idea and creativity of teachers or educators. Gardner (1983) mentions that the eight types of intelligences are linguistic, logical-mathematical, bodily-kinesthetic, musical, spatial, interpersonal, intrapersonal, and naturalist intelligence. By knowing and using the theory of Multiple Intelligences, instead of getting it difficult to develop the media, teachers or educators actually have eight possibilities to develop learning media. Multiple Intelligences theory opens wide possibilities in terms of teaching strategies and the development of media (Armstrong, 2000). This is certainly very interesting to be developed and applied in the course of learning where pre-service English teachers are trained to develop idea and creativity in their teaching as well as learning about effective and efficient media for the teaching of English in particular.

Based on the above explanation, this study was aimed at describing how multiple intelligences theory can improve the idea and creativity of pre-service English teachers in utilizing Instructional Media for their teaching practice.

METHOD

This study was a classroom action research. The main objective of this study was to improve the teacher's own teaching strategy. Action research was chosen since it is a type of practitioner research that is implemented to learn and improve practitioner's own teaching practices in the classroom (Gay and Airasian, 2000). Latif (2012) also explains that classroom action research is conducted to develop strategies in teaching and learning in the classroom. This study adopted Kemmis and McTaggart's model of action research (1986), and involved 26 pre-service English teachers taking Micro Teaching class at the English Education Department of University of Kanjuruhan Malang, Indonesia. A preliminary observation, as the identification of problem and as an initial reflection of the teaching practice, was conducted by a colleague (co researcher) prior to the implementation of the intervention condition. The current study consisted of one cycle which comprised the total of sixteen meeting.

The researcher conducted this research in the total of sixteen meetings during the semester. Those sixteen meetings were divided into three main parts; those were pre-implementation stage, during implementation stage, and post-implementation stage. The pre-implementation stage covered: course outline (done in the first meeting), micro teaching materials presentation by the researcher (done in two meetings), and pre-test (done in one meeting). The during implementation stage consisted of: presentation of multiple intelligences theory (done in two meetings), and teaching practice on instructional media utilization (done in seven meetings). The post-implementation stage was the post-test (done in one meeting).

Besides, this study applied several stages of planning (done after the pre-implementation stage), implementing (done in the during-implementation stage), observing (done in the during-implementation stage), and evaluating process of the implementation of the method by conducting a reflection (done after the post-implementation stage). Results of the evaluation were used to determine whether the research should be continued to hold the next cycle or not.

Data on teaching and learning process (qualitative data) and data on learning outcomes (quantitative data) were the two types of data gathered. The qualitative data included teaching practices and students' perception, while the result of the post-test was the quantitative data. Observation, questionnaire, and field notes were used to gathered the qualitative data, while the teaching practice and post-test were used to collect the quantitative data. Observations were done by the co researcher by using checklist. Questionnaires were given to the students after the implementation stage. Tests were administered before and after the cycle and scored by the teacher-researcher and the co researcher independently. The tests were in form of written test that was designed to investigate the students' ability to formulate idea on media selection and utilization on the basis of a learning objective.

To analyze the data that had been collected, analytic induction method was used to identify common themes and to extract narratives of experience from the qualitative data. Meanwhile, the quantitative data were analyzed to calculate statistical frequencies, percentages, and means. Data conclusion was done after evaluating and interpreting the data.

Data taken from the test results shown in the table and the questionnaire is calculated in percentage using frequency calculation as follows:

- The formula to identify the achievement of students in the test:

$$\text{Score} = \frac{\text{score obtained} \times 100\%}{\text{Maximum score}}$$

- The formula to determine the average score:

$$M = \frac{\sum X}{N}$$

M = average score

$\sum X$ = Total score obtained

N = Number of students

- The formula for calculating the percentage of students in the questionnaire responses

$$\text{.....\%} = \frac{\text{The number of students who chose a specific answer} \times 100\%}{\text{Number of students.}}$$

FINDINGS AND DISCUSSION

The use of multiple intelligences theory in this action research study was considered a successful attempt to develop the pre-service English teachers' idea and creativity in selecting and utilizing instructional media in their teaching practices. Multiple intelligences theory as a source of idea and creativity has widen their coverage of possibilities in selecting and utilizing instructional media in teaching English. Lack of idea and creativity which was the primary concern in the pre-implementation stage increased though it did not happen to all students. But as far as the idea and creativity concerned, more than 75 percent of the students showed the increasing of the two components observed.

Regarding the students' teaching practices, the result indicated that more than 75 percent of the students conducting the teaching practice involved more than three types of media and covered more than four types of multiple intelligences. This was considered as a very good result compared to the criteria of success which was 60 percent.

Dealing with the students' responses on the use of multiple intelligences as a source of reference of formulating idea and creativity in utilizing instructional media, a majority of the students gave positive response to the use of the theory. Based on the result of the questionnaire given at the end of the cycle, 76 percent of the students gave positive response stating that they agreed that multiple intelligences theory helped them to widen their coverage of media selection. 72 percent of the students gave positive response stating that the theory helped them to be more creative in the instructional media utilization. 69 percent of the students gave positive response stating that they could think of more possibilities in their teaching practice by referring to the theory. 73 percent of the students gave positive response stating that they would use the theory for their future teaching to help them to be more creative. 74 percent of the students gave response stating that by developing their idea and creativity in teaching they felt more motivated

to do more with it. 70 percent of the students gave positive response stating that they could formulate better teaching plan especially related to the use instructional media and teaching and learning activities implementation.

Thus, from the questionnaires given, it was found that most of the students felt that the theory of multiple intelligences helped them a lot in developing their idea and creativity in utilizing instructional media for their practice teaching. They agreed that the theory of multiple intelligences provided a wide possibility of media selection and learning activities implementation. They said that they could formulate better teaching plan especially related to the use instructional media and teaching and learning activities implementation.

On the basis of the field notes, it was also found that students could develop their idea and creativity in selecting and utilizing instructional media for their teaching practices. Most of the students could get the benefit of using the theory of multiple intelligences for the lesson planning particularly the design of the instructional media used for teaching. Thus, it helped them a lot to perform better in their teaching practices.

The pre-test administered prior to the intervention given showed that students' idea in determining the instructional media used in teaching were not sufficient to provide dynamic teaching practice. The pre-test was in the form of written test with only one item of question. In this test, the students were asked to write down their idea on media selection and utilization on the basis of one learning objective. The result of the pre-test showed that the students could not think creatively on possibilities of media selection and media utilization, it was found that mostly students were only able to think about one or two types of media to be used in the teaching on the basis of the learning objective given. Students' idea of the possible instructional media that were available and might be used was limited to only very few similar media. Mostly the choices of media that they proposed were power point presentations, pictures, and videos. These choices of media were also proposed in a similarly simple application for teaching. The use of the media chosen was simple and there was no variation which showed that they were lack of creativity. Of the total 26 students took the pre-test, there were only three students who were able to formulate more than 3 ideas of instructional media. Thus, it was clear that mostly the students were still lack of idea and creativity when they had to deal with the selection and utilization of instructional media for their teaching. Thus, the students' idea was very limited, and their creativity was of a low level.

Following the result of the pre-test, the researcher introduced the theory of multiple intelligences. The focus of introducing this theory was to relate the availability of eight multiple intelligences possessed by each individual with the wide possibility of media selection. Introducing the theory of multiple intelligences opened students' mind that they could be benefited by the fact that instead of only think about one or two possible media for their teaching, they could think about more possible media. This theory also provided students with the possible utilization of the instructional media. Instead of only think about one or two possible ways of using the media, they could develop their creativity by thinking about the more possible applications of the media in their teaching on the basis of the eight types of multiple intelligences.

After introducing the theory of multiple intelligences and discussing its benefit for the teaching practice especially in developing students' idea and creativity in the selection and utilization of instructional media, the meeting then continued by practicing the implementation of it in peer-teaching. Here, the students were given a task to practice a teaching-learning activity in the classroom by referring to the materials and guidance provided in syllabus of the 2013

curriculum. The focus of the assessment on the students' teaching practice was on their media selection and utilization. At this stage, the researcher always reminded the students not to limit their idea and creativity in selecting and utilizing instructional media for teaching. The researcher always encouraged his students to widen the possible choices of their media selection and application by referring to the multiple intelligences theory.

Having done with the teaching practice, the researcher conducted final written assessment of students' idea related to media selection and utilization. Therefore, a post-test was conducted at the end of the semester. The post-test was in the same form as the pre-test. The students were asked to write down their idea on media selection and utilization on the basis of one learning objective.

After the post-test was given, the researcher found that the number of students who could formulate more than 3 ideas of instructional media on the basis of the learning objective given was significantly increased. From the total 40 students, there were 34 students who could formulate more than 3 instructional media ideas. Interestingly, their formulation on the utilization of the instructional media was also much more creative and interesting.

Regarding the use of multiple intelligences theory in this action research study, the intervention done successfully developed the students' idea and creativity in utilizing instructional media in teaching English. By connecting the theory of multiple intelligences with the media selection and utilization the students were made aware of the availability and possibility of using instructional media in their teaching. Students' variation in selecting and using instructional media was increased. This can be seen in the teaching practice sections in which students started to provide different types of media and vary the use of the media in their teaching. The utilization of the instructional media also involved various activities in regard to the types of multiple intelligences. They did not limit their selection of media and their use of media in their teaching. Through the teaching practices done by the students, the utilization of instructional media was proven to be much more creative than previously found before the intervention. Furthermore, from the result of the post-test it was obvious that students' idea regarding instructional media selection was significantly developed.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After finishing the implementation of this study, the researcher concludes that the theory of multiple intelligences is proved to be useful in helping pre-service English teachers in the University of Kanjuruhan to develop their idea and creativity in utilizing instructional media in their teaching practice. By relating the media selection and utilization with the availability of the multiple intelligences possessed by students, the idea and creativity of the pre-service English teachers were developed. Most of the students felt that the theory of multiple intelligences helped them a lot in developing their idea and creativity in utilizing instructional media for their practice teaching. They agreed that the theory of multiple intelligences provided a wide possibility of media selection and learning activities implementation. They said that they could formulate better teaching plan especially related to the use instructional media and teaching and learning activities implementation.

Suggestions

However, some pre-service English teachers were still difficult to develop their idea and creativity in utilizing instructional media in their teaching practice. This was caused by the fact that they did not want to be busy with the media selection and preparation. Thus, the lecturers who teach instructional media or micro teaching courses should always remind their students on the importance of using effective media in teaching, particularly the teaching of English language. Furthermore, the theory of multiple intelligences provides wide possibility for the development of idea and creativity in teaching not only for the utilization of instructional media, thus, further involvement of this theory in teaching practice is highly recommended for teachers, educators, and future researchers.

REFERENCES

- Armstrong, T. (2000). *Multiple Intelligences in the Classroom*. Alexandria, Virginia USA: Association for Supervision and Curriculum Development.
- Burhanuddin, Y. (2005). *Administrasi Pendidikan*. Bandung: Pustaka Setia.
- Cahyono, B. Y., & Megawati, F (Ed.) (2013). *Materials and Media in English Language Teaching* Malang: State University of Malang Press
- Emmitt, M., & Pollock, J (1998). *Language and Learning: An Introduction for Teaching*. Second Edition. Australia: Oxford University Press.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Gay, L. R., & Peter, A. (2000). *Educational Research: competencies for analysis and application*. New Jersey: Prentice-Hall.
- Gerlach, V. S. & Donald, P. E. (1980). *Teaching and Media; a Systematic Approach, Second Edition*. New Jersey: Prentice Hall.
- Kemmis, S., & Mc Taggart, R. (1986). *The Action Research Planner*. Geelong, Australia: Deakin University Press.
- Latief, M. A. (2012). *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*. Malang: Universitas Negeri Malang (UM Press).
- Mantiri, O. (2004). Problematic Issues of ELT in Indonesia. In Cahyono, B. Y., & Widiati, U. (Ed.). *The Tapestry of English Language Teaching and Learning in Indonesia* (pg. 205-223). Malang: State University of Malang Press.

Priyono (2004). The Logical Problems of Teaching English as a Foreign Language in Indonesia. In Cahyono, B. Y., & Widiati, U. (Ed.). *The Tapestry of English Language Teaching and Learning in Indonesia* (pg. 205-223). Malang: State University of Malang Press.